Final Recommendations Side by Side—English Language Arts and Reading, English I

Current English Language Arts and Reading TEKS	TEKS Review Committee Final Recommendations
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes; (B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; (C) produce analogies that describe a function of an object or its description; (D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., *caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo*); and (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to: (B) develop vocabulary by: (i) using print or digital resources to define, clarify, and validate understanding in context; (ii) using context, morphology, and cognates to determine denotation and connotation of unfamiliar words and phrases; and (iii) increasing vocabulary and learning new words and concepts, including academic and other content vocabulary; and
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) analyze how the genre of texts with similar themes shapes meaning; (B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and (C) relate the figurative language of a literary work to its historical and cultural setting.	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (F) reflect on and write about the implicit and explicit meanings of text; (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (A) recognize how forms and structures are the same and different within and across genres; (F) analyze how the historical period, cultural contexts, and current events influence texts.
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (F) make inferences and use evidence to support understanding; (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:

	(B) analyze and apply the characteristics and structural elements of literary texts such as:
	(ii) poetic forms, stanzas, line breaks, and sound devices; and
	(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:
	(B) analyze the use of text structures to achieve specific purposes;
	(C) interpret and analyze the author's use of print and graphic features to achieve specific purposes;
	(D) analyze the effect of literal and figurative language, including extended metaphor, simile, personification, hyperbole, symbolism, and imagery, to achieve specific purposes;
	(E) identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text;
	(F) identify and analyze the use of literary devices including point of view, irony, oxymoron, pun, and idiom to achieve specific purposes; and
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:
	(F) make inferences and use evidence to support understanding;
	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:
	(B) analyze and apply the characteristics and structural elements of literary texts such as:
	(iii) stage directions and cast;
	(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:
	(B) analyze the use of text structures to achieve specific purposes;
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:

(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development; (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils; (C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and (D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.	(F) make inferences and use evidence to support understanding; (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (B) analyze and apply the characteristics and structural elements of literary texts such as: (i) theme, characters, and plot; (E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (B) analyze the use of text structures to achieve specific purposes; (F) identify and analyze the use of literary devices including point of view, irony, oxymoron, pun, and idiom to achieve specific purposes; and
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (F) make inferences and use evidence to support understanding; (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (B) analyze and apply the characteristics and structural elements of literary texts such as: (C) analyze and apply characteristics and structural elements of informational texts such as: (i) clear thesis, relevant supporting evidence, pertinent examples, and effective closing; (ii) text features; and (E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and

	performances. The student is expected to:
	(B) analyze the use of text structures to achieve specific purposes;
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:
	(F) make inferences and use evidence to support understanding;
	(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:
	(D) analyze the effect of literal and figurative language, including extended metaphor, simile, personification, hyperbole, symbolism, and imagery, to achieve specific purposes;
	(E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and
	(F) identify and analyze the use of literary devices including point of view, irony, oxymoron, pun, and idiom to achieve specific purposes; and
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:
	(F) make inferences and use evidence to support understanding;
	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:
	(C) analyze and apply characteristics and structural elements of informational texts such as:
	(i) clear thesis, relevant supporting evidence, pertinent examples, and effective closing;
	(E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and
	(F) analyze the historical period, cultural contexts, and current events influence texts.
	(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:
	(A) identify and analyze the audience, purpose, and message within a text;

	(B) analyze the use of text structures to achieve specific purposes; (C) interpret and analyze the author's use of print and graphic features to achieve specific purposes;
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion; (B) differentiate between opinions that are substantiated and unsubstantiated in the text; (C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and (D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (E) make connections to personal experiences, to ideas in other texts, and to the larger community; (F) make inferences and use evidence to support understanding; (G) evaluate information read to determine what is most important; (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (C) paraphrase and summarize texts in ways that maintain meaning and logical order; (G) compare sources within and across multiple genres and write a response with accurate and relevant text evidence and commentary; (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (iii) organizational patterns; (E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: (A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and (B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (F) make inferences and use evidence to support understanding; (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (D) analyze and apply characteristics and structural elements of argumentative texts such as: (i) clear arguable thesis, appeals, and convincing closing; and (ii) counter arguments, concessions, and call to action;

	(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:
	(A) identify and analyze the audience, purpose, and message within a text;
	(G) identify and analyze the use of rhetorical devices including allusion, repetition, appeals, and rhetorical questions.
	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:
	(J) defend or challenge authors' claims using relevant text evidence.
	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
	(D) examine sources for:
	(i) credibility;
	(ii) bias including omission; and
	(iii) faulty reasoning including ad hominem, loaded language, and slippery slope;
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:
(A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and	(C) analyze and apply characteristics and structural elements of informational texts such as:
(B) analyze factual, quantitative, or technical data presented in multiple graphical sources.	(E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and
	(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:
	(C) interpret and analyze the author's use of print and graphic features to achieve specific purposes;
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:
	(F) reflect on and write about the implicit and explicit meanings of text;

(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;

(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);

(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and

(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.

(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:

(E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and

(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:

(C) interpret and analyze the author's use of print and graphic features to achieve specific purposes;

(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;

(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:

(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;

(B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;

(C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, diction, and sentence fluency;

(D) edit drafts using standard English conventions including:

(E) publish written work for appropriate audiences;

(F) use the elements of craft to advance the writer's purpose when composing by:

(i) developing an engaging idea reflecting depth of thought with specific details and relevance;

(ii) organizing with purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;

(iii) using intentional diction, precise nouns, and strong actions verbs;

(iv) sentence-combining techniques to create a variety of sentence structures and lengths; and

(v) developing voice;

(G) compose literary texts such as personal narratives, fiction, and poetry using genre

	characteristics and craft;
	(I) compose argumentative texts using genre characteristics and craft; and
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to: (A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot; (B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and (C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (G) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: (A) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a controlling idea or thesis; (iv) an organizing structure appropriate to purpose, audience, and context; and (v) relevant information and valid inferences; (B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; and (ii) reader-friendly formatting techniques; (C) write an interpretative response to an expository or a literary text (e.g., essay or review) that: (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and (D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (B) use text evidence to support an appropriate response; (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (C) analyze and apply characteristics and structural elements of informational texts such as: (i) clear thesis, relevant supporting evidence, pertinent examples, and effective closing; (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to: (D) analyze the effect of literal and figurative language, including extended metaphor, simile, personification, hyperbole, symbolism, and imagery, to achieve specific purposes; (F) identify and analyze the use of literary devices including point of view, irony, oxymoron, pun, and idiom to achieve specific purposes; and (G) identify and analyze the use of rhetorical devices including allusion, repetition, appeals, and rhetorical questions.

graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations; (C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, diction, and sentence fluency; (F) use the elements of craft to advance the writer's purpose when composing by: (i) developing an engaging idea reflecting depth of thought with specific details and relevance; (ii) organizing with purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing; (iv) sentence-combining techniques to create a variety of sentence structures and lengths; and (H) compose informational texts such a personal and informative essays using genre characteristics and craft; (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (G) incorporate digital technology, when appropriate
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence; (B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views; (C) counter-arguments based on evidence to anticipate and address objections; (D) an organizing structure appropriate to the purpose, audience, and context; and (E) an analysis of the relative value of specific data, facts, and ideas.	(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (D) analyze and apply characteristics and structural elements of argumentative texts such as: (i) clear arguable thesis, appeals, and convincing closing; and (ii) counter arguments, concessions, and call to action; (E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and (7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (I) compose argumentative texts using genre characteristics and craft; and

	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (D) examine sources for: (i) credibility; (ii) bias including omission; and (iii) faulty reasoning including ad hominem, loaded language, and slippery slope;
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); (ii) restrictive and nonrestrictive relative clauses; and (iii) reciprocal pronouns (e.g., each other, one another); (B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and (C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions including: (i) effectively avoiding problematic splices, run-ons, and fragments; (ii) commas to set off infinitive and participle phrases; (iii) semi-colons to indicate a relationship between closely related independent clauses; (iv) parallel structure; (vi) consistent and logical use of verb tense; (vii) appropriate use of active voice; (viii) subject-verb agreement; (ix) pronoun-agreement; (F) use the elements of craft to advance the writer's purpose when composing by: (iv) sentence-combining techniques to create a variety of sentence structures and lengths; and
(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: (A) use conventions of capitalization; and (B) use correct punctuation marks including: (i) quotation marks to indicate sarcasm or irony; (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and (iii) dashes to emphasize parenthetical information.	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions including: (ii) commas to set off infinitive and participle phrases; (v) dashes, colons, parentheses, brackets, and ellipses; (x) correct capitalization; and
(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:

	(D) edit drafts using standard English conventions including:
	(xi) correct spelling;
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and (B) formulate a plan for engaging in research on a complex, multi-faceted topic.	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) develop student-selected questions for formal and informal inquiry; (B) develop a plan;
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: (A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry; (B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (D) interact in meaningful ways such as note taking, annotating, freewriting, or illustrating; (G) compare sources within and across multiple genres and write a response with accurate and relevant text evidence and commentary; (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (C) locate relevant sources; (F) demonstrate understanding using appropriate mode of delivery: (i) display academic citations; and (ii) use source materials ethically; and
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (A) modify the major research question as necessary to refocus the research plan; (B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and (C) critique the research process at each step to implement changes as the need occurs and is identified.	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (D) examine sources for: (i) credibility; (ii) bias including omission; and (iii) faulty reasoning including ad hominem, loaded language, and slippery slope; (E) synthesize information;
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that: (A) marshals evidence in support of a clear thesis statement and related claims; (B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to: (C) develop oral language with a specific point of view.

(C) uses graphics and illustrations to help explain concepts where appropriate; (D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and (E) uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials.	(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (C) locate relevant sources; (D) examine sources for: (i) credibility; (ii) bias including omission; and (iii) faulty reasoning including ad hominem, loaded language, and slippery slope; (E) synthesize information; (F) demonstrate understanding using appropriate mode of delivery; (i) display academic citations; and (ii) use source materials ethically; and (G) incorporate digital technology, as appropriate.
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration; (B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and (C) evaluate the effectiveness of a speaker's main and supporting ideas.	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (C) paraphrase and summarize texts in ways that maintain meaning and logical order; (D) interact in meaningful ways such as note taking, annotating, freewriting, or illustrating; (J) defend or challenge authors' claims using relevant text evidence. (4) Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to: (C) develop oral language with a specific point of view. (4) Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (A) listen actively, respond appropriately, and adjust communication to audiences and

	purposes;
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	(4) Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (B) analyze a task to develop a plan that sets ground rules for decision-making and participate productively with others toward common goals; (C) engage in meaningful discourse by contributing relevant information and providing and receiving constructive feedback; and
Figure 19	
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, and evaluative questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; (E) summarize information in text, maintaining meaning and logical order; and (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to: (A) establish purpose for reading assigned and self-selected texts; (B) make and confirm predictions using text features, elements, and structures; (C) generate questions about text before, during, and after reading to deepen understanding and gain information; (D) create mental images to deepen understanding; (E) make connections to personal experiences, to ideas in other texts, and to the larger community; (F) make inferences and use evidence to support understanding; (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments when understanding breaks down
	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to: (A) describe the personal and emotional connections to a variety of sources including self-selected texts; (E) respond using acquired content and academic vocabulary as appropriate; (H) respond orally, or in writing, with appropriate register, vocabulary, and voice; (I) reflect on and adjust responses when valid evidence warrants; and
	(4) Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: (D) analyze and evaluate collaborative interactions.

	(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:
	(J) compose correspondence in a professional or friendly structure.